

St John Vianney Catholic Primary School

Glastonbury Avenue, Marton, Blackpool, FY1 6RD

Inspection dates 25–26 September, 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although pupils make good progress in the Early Years Foundation Stage, the proportion of pupils in Key Stages 1 and 2 that exceed expected progress over a sustained period is not yet high enough.
- Slower progress of more able pupils in Key Stages 1 and 2 means that too few pupils reach the higher levels, particularly in mathematics.
- Whilst teaching has improved across the school, some teachers do not consistently ensure that the more able pupils are sufficiently challenged.
- Although teachers mark work regularly, they do not always give pupils time in lessons to respond to their comments and thereby improve work.
- A new tracking system to measure pupils' progress has been introduced to help inform teachers' planning but this is not yet embedded.

The school has the following strengths

- The senior leadership team holds staff effectively to account for pupils' achievement. Professional development is effectively planned and, as a result, the quality of teaching is improving.
- The new creative curriculum takes into account the interests of the pupils and this has improved their enjoyment of, and engagement with, learning.
- Pupils' behaviour is good and they feel safe and well cared for. They develop respect for each other and the adults around them.
- There is a good range of opportunities for pupils to engage in activities beyond lessons provided by the pre-school and after-school clubs. Together with trips and residential, these experiences contribute to pupils' personal development.
- There are very effective transition arrangements which ensure that pupils settle quickly into the Early Years Foundation Stage.
- Children enjoy opportunities, both in the classrooms and outdoors, to engage in independent play and adult-led activities.

Information about this inspection

- The inspectors observed 15 teachers and visited 19 lessons.
- Discussions were held with school staff, groups of pupils, a representative of the local authority and members of the governing body.
- The inspectors observed the school's work. They looked at a wide range of documentation including safeguarding documents, the school's self-evaluation and development plans, records of pupils' attainment and progress, and pupils' work.
- Inspectors talked to some parents . There were 13 responses to the on-line questionnaire (Parent View).

Inspection team

Naomi Taylor, Lead Inspector	Additional Inspector
Julie Webster	Additional Inspector
Terry Bond	Additional Inspector

Full report

Information about this school

- St John Vianney's is a much larger than average size primary school.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- Most pupils are of White British heritage. There are a small number of pupils from minority ethnic backgrounds. The size of this group is well below the national average. Almost all of these pupils speak Polish as their first language.
- The proportion of pupils supported by school action is below the national average.
- The proportion of pupils supported by school action plus or who have a statement of special educational needs is below the national average.
- There are breakfast clubs, after-school clubs and a nursery which are all managed by the governing body.
- The school holds Healthy School status.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that more pupils reach the higher levels, particularly in mathematics, by the end of Year 2 and Year 6 by:
 - ensuring that work is appropriately matched to meet the needs of all pupils' abilities, especially the more able
 - regularly allowing pupils sufficient time in lessons to respond to teachers' marking in order to accelerate progress.
- Ensure leaders and managers at all levels accelerate school improvement by:
 - rigorously monitoring how effectively teachers are using the new tracking system to better inform their planning
 - working with the governing body to ensure that self-evaluation is used effectively to review the impact of new initiatives.

Inspection judgements

The achievement of pupils

requires improvement

- Effective transition arrangements ensure that children settle quickly into the Early Years Foundation Stage. At the start of the school day, staff in the Nursery and Reception classes provide a warm welcome to children and their families. This promotes a happy and caring environment in which children develop respect for each other and the adults around them.
- Children join the Early Years Foundation Stage with skills that are generally below those expected for their age. Through a well-planned curriculum, both in the classroom and outdoors, there is a good balance of adult-led learning and child-initiated activities. Teachers and teaching assistants are effectively deployed and this leads to children making good progress in preparation for the start of Year 1.
- Throughout Key Stage 1 and Key Stage 2 pupils, including those who are disabled or who have special educational needs and those who are known to be eligible for the pupil premium support, make satisfactory progress. By the end of Year 2 and Year 6, attainment in English and mathematics, for most pupils, is in line with national expectations, although too few pupils reached the higher levels particularly in mathematics. There is evidence of improvements being made in the 2012 Year 6 cohort with an increase in pupils achieving Level 5 in English and mathematics combined.
- The gap between gender groups is closing steadily and this demonstrates the school's satisfactory promotion of equality of opportunity.
- Good progress is made by children in the Early Years Foundation Stage in developing speech and language skills which enable them to recognise and sound out different letters for themselves. In Year 1, pupils were keen to link different letters and sounds to work out unfamiliar words. Key Stage 1, pupils who read to the inspectors demonstrated reading abilities appropriate for their age and they were able to retell part of the story in their own words which reinforced that they understood the story.
- Pupils' attainment in reading by the time they reach the end of Year 2 and Year 6 is now broadly in line with national expectations. Progress in reading dipped in 2011 but this has been addressed and there is a steadily improving picture.
- The new creative curriculum is at an early stage but there is evidence of pupils' interests being addressed through topic work. This is helping to engage pupils more in lessons and increasing their enjoyment of learning and leading to progress which is now satisfactory and improving.
- The vast majority of parents say they are satisfied with the progress their children are making at school.

The quality of teaching

requires improvement

- Although the quality of teaching requires improvement, the amount of good teaching seen during the inspection and from scrutiny of the school's monitoring records an improving picture is seen. A common feature in lessons is how well teachers and teaching assistants know the pupils and the good relationships that are nurtured. This promotes pupils' good behaviour and attitudes to learning.
- In lessons where the teaching and pupils' achievement are good, teachers plan appropriate challenges for the range of abilities. There is a brisk pace to learning and teachers and teaching assistants extend pupils' learning using skilled questioning techniques. Pupils' attitudes to learning are good and they are eager to complete their work.
- An example of this was seen in a Year 5 English lesson when pupils were extending their writing skills following a trip to the theatre. After a whole-class introduction, pupils were quickly moved on to independent learning tasks with talk partners and in small groups with activities that suited their level of ability. Pupils were clearly engaged and enjoyed their learning and good progress was made.

- Where teaching is less effective, there are inconsistencies in planning work to meet the ability range of pupils. The pace of learning is not rapid enough when pupils are given the same task to do. More able pupils are not always given enough opportunity to work independently.
- Teaching assistants are deployed effectively and play a valuable part in supporting different groups of pupils. This is especially beneficial for disabled pupils, those who have special educational needs and or for whom English is not their first language and helps them to make satisfactory progress, and some better.
- Pupils are encouraged to assess their own learning during lessons and in the books which develops independent learning skills. Teachers mark pupils' work regularly and make useful comments on how to correct and improve their work. However, there are inconsistencies across the school in ensuring that pupils have enough time in lessons to accelerate their learning by correcting mistakes and/or improving their work.
- There are regular specialist teachers who visit the school and provide pupils with the opportunity, for example, to learn to play a musical instrument. This helps to develop their concentration skills and their ability to work as a team.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and around the school is good. This helps them to settle quickly into school, whether they join during the Early Years Foundation Stage or at other times. There is an atmosphere of mutual respect which enables pupils to grow in confidence and enjoy their learning.
- Pupils say that they feel safe in school and this was evident during the inspection. They learn how to stay safe in their local communities and when they go on trips and visits, which was evident from talking to Year 5 pupils who had enjoyed a residential trip in Ambleside the previous week. This type of experience accelerates pupils' personal development and understanding of communities which are different to their own.
- Parents also report that their children are safe in school.
- Pupils have a good understanding of different types of bullying and are adamant that, on the rare occasions that it might occur, there are clear procedures for dealing with this.
- There are links with parents through regular newsletters and there is an open door policy at the school. The school provides support for pupils and their families through extensive links with external partners.
- Pupils' spiritual, moral, social and cultural development is good. This is because these aspects are integral to the ethos of the school, the planned curriculum, and the good range of extra-curricular activities in which many pupils take part.
- Through the pupil council all pupils are able to contribute toward developments within the school and help those less fortunate than themselves. For example, pupils raise money for charities overseas alongside helping those in the local community.
- Pupils' attendance is higher than the national average and this reflects how much they value their school community and enjoy coming to school. Most pupils are punctual to school at the start of the day which helps to maximise pupils' progress.

The leadership and management requires improvement

- The senior leadership team provide effective leadership. After a period of turbulence with staffing, which slowed the pace of change in raising the quality of teaching, the school is now moving securely forward and there is evidence that the quality of teaching is improving.
- Teachers now feel that they have ownership of the new tracking system which closely monitors pupils' progress. There is not yet enough rigour in monitoring how teachers use this data to monitor pupils' progress and use this information to precisely plan lessons that meet

the needs of pupils of all abilities, particularly the more able.

- The local authority regards their support to this school as 'medium level'. Following the disappointing results in 2011, the support has led to significant improvements in English standards by the end of Year 6. An external consultant is in place to now raise the standards in mathematics.
 - The new creative curriculum is taking account of pupils' interests and is already starting to have a positive effect on the pupils' enjoyment of learning. The Early Years Foundation Stage provides a stimulating environment both in class and outdoors and there are well-planned activities for children. There are good opportunities for pupils to extend their learning beyond the normal school day, with pre-school and after-school clubs, which help to ensure their good spiritual, social, moral and cultural development.
 - **The governance of the school:**
 - the governing body is hardworking and extend their skills through effective training. They now have an accurate picture of the school's strengths and areas requiring improvement. They support and challenge the school in equal measures
 - governors ensure the pupil premium is used to support those for whom it is intended, ensuring they make the same progress as other pupils
 - safeguarding meets requirements. Leaders and managers promote equality of opportunity effectively by tackling discrimination
 - the impact of recent initiatives on pupils' progress has yet to be measured by the senior leadership team and governing body.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119598
Local authority	Blackpool
Inspection number	401855

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair	Miguel Gomez
Headteacher	Lynne Worden
Date of previous school inspection	7 July 2010
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